

UNIT 2

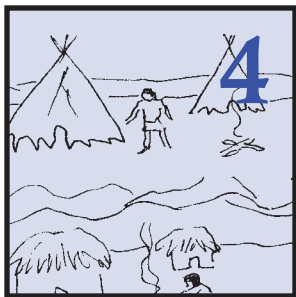
THE APACHE



THE STORY OF THE APACHE PEOPLE

Students will learn about the Apache People and their culture through listening to and reading an essay. They will summarize their reading by drawing a picture, then compose and answer questions regarding the assigned reading.

PAGE 2.3



THE APACHE WAY

Through participation in one or more activities, students will experience their local environment first-hand while learning about how the historical Apache people related to nature.

PAGE 2.7

UNIT 2- THE APACHE - TEACHER BACKGROUND INFORMATION

The Apache people and culture are an integral part of the history of the Pimería Alta (upper Pima land). Their role, however, was not one of friend to the missionaries and O'odham, but of enemy. Father Kino recorded his first contact with the Apaches when he described them attacking the O'odham in the San Pedro Valley near Tombstone. From this first contact, until the surrender of Geronimo in 1886, the history of the Apaches in the Santa Cruz Valley is full of warfare.

Anthropologists believe that the Apache people came to Arizona sometime in the 1600s. Descendants of the northern Athapaskan language speakers, they traveled slowly through the plains just east of the Rocky Mountains, eventually arriving in the Southwest. They separated into seven groups and each group lived in a different place. Many Apaches who still live in this state are part of the "Western Apache" group and are descendants of the Apaches who lived in the Pimería Alta during Father Kino's time. They are the people we discuss here.

The Apaches call them-

selves "Nde", which means "People." When they first arrived in Arizona and New Mexico, they found other indigenous people with whom they had to compete for land and resources. Farmers and hunters, the Pueblo Indians of New Mexico lived in stone houses



grouped closely together like apartment buildings. To the west were the Pima (Akimel O'odham) and Papago (Tohono O'odham) people living in desert villages along the river's open spaces of southern Arizona.

At first, Apache people moved a lot. In the spring and summer, they camped in the mountains and hunted deer, rabbit, and other wild animals. Other groups started gardens of corn, beans, squash and tobacco. Cactus fruit, acorns, agave, walnuts, juniper berries, and many

other edible and medicinal plants were gathered near their mountain camps. The women had to be able to identify the plants, know where each plant grew, when to harvest, specific collecting techniques, cooking preparation and proper storage.

In winter, the people moved their camps to lower elevations where it would be warmer. The men continued to hunt and the women spent time tanning hides and making them into bags, clothing, and containers.

In the spring, the people went back to their mountain camps, replanted their gardens and continued to hunt and to collect wild plants. Toward the end of the summer, if there was extra food, it was dried and stored for leaner times.

Apache women are renowned for their basketry. Thin sticks of willow, cottonwood, or sumac were stitched together with split sticks of the same material that became flexible when soaked in water. The black in the designs was made from the devil's claw plant and the red color was made with the bark of the yucca root.

In addition to baskets used for storing grain, others were made for carrying things. These were burden baskets that had buckskin fringes and painted designs. For carrying water, the women made a bottle-shaped basket and then covered the outside of it with pitch (sap) to make it water-tight.

Although lightweight baskets were preferred for their nomadic lifestyle, some pottery was necessary for cooking. These were adapted for traveling with shapes just right for cooking quickly over a campfire. Dark in color, they had pointed bottoms and slanting sides. They could be placed right in the fire, so the sides could heat as fast as the bottom.

Babies were put in cradles made of wood and deerskin that were carried on the back, to keep them safe and easy to carry. Cradleboards are sometimes used today, albeit made with yellow canvas instead of deerskin.

Because the Apache people moved a lot, their housing patterns were adapted to their lifestyle. People who lived on the edge of the plains had teepees made of animal skins. People who lived in the mountains made grass houses called

"gowaa" or "wickiups." Houses were used mostly for sleeping and storing things. Most of the cooking and other work was done outside, similar to what we do in present-day camping.

Relationship to the Environment

The Apaches were closely tied to their environment. As nomadic hunters and gatherers, they relied on nature for their food, clothing and shelter. An intimate knowledge of their environment was essential. From a very young age, Apache boys and girls started learning the different plants and animals and their uses as they worked alongside their mothers gathering and preparing food and doing daily camp chores. At about age seven or eight the boys, were separated from the girls to learn different things.

The girls continued to work with and learn from their

mothers and other women. The identification and uses of plants were particularly important to their survival. Edible versus non-edible plants needed to be distinguished, and they had to learn to prepare each plant for consumption and storage. Basket weaving required that they become versed in the different reeds and grasses, as well as in the plants used for dyes and paints. Plants were of utmost importance for medicinal uses. Many young women would become herbalists and healers.

Boys started learning how to hunt and become warriors. Their training was based on survival in nature. They were required to identify plants, learn the habits and characteristics of animals, and study the cycles of nature. Often they were required to observe nature or stalk animals for hours.

Becoming a warrior meant that they needed to become masters of hiding and escape, for which an intimate knowledge of the local geography was vital. In fact, so much so that they learned the location and names for specific trees, rocks, caves and geographical landscapes.





LESSON OVERVIEW

Students will learn about the Apache People and their culture through listening to and reading an essay. They will summarize their reading by drawing a picture, then compose and answer questions regarding the assigned reading.

Subjects

Social Studies, Reading

Social Science Standards

History, Geography,
Economics

Objectives

Students will:

1. Listen to and read a story about the Apache people.
2. Illustrate the contents of a reading assignment.
3. Compose and answer questions related to assigned reading.

Preparation

Review and make 2 copies of "The Story of the Apache People" (Master Pages 2.5 to 2.6). Use one copy as a teacher reference. Cut the other copy into six boxes, as defined by the text, that will serve as group reading assignments; Have available construction paper, pencils, markers, etc.

Time

Two 50 minute sessions

Vocabulary

Apache, ceremony, cradle, gowaa, Nde, reservation, wickiup.

THE STORY OF THE APACHE PEOPLE

Part 1

1. Read aloud "The Story of the Apache People" on Master Pages 2.5-2.6 to the class.
2. Review any new vocabulary words.
3. Divide the class into six work groups of no more than four students, based on student reading ability with a strong reader in each group. Assign one reading paragraph cut out from Master Page 2.5 - 2.6 to each group to be read together.
4. Ask each work group to read their section of the story twice.
5. Assign each group the task of creating an illustration depicting the contents of the paragraph that they read.
6. Using the picture as a guide to paraphrase, have a member of each group present a brief summary of what their group read to the rest of the class.



Part 2

1. Model how to make a question with your students, reviewing basic question words such as who, what, when, where, why, etc.
2. Maintaining the same groups as described in Part one, ask the groups to create one question about their selected reading. Ask a student-recorder to neatly write it on lined notebook paper.
3. Rotate the student-recorded questions to the different groups allowing time for each group to answer before circulating. (For example, group two has group one's question, group three has group two's, etc.)
4. Continue rotating questions until each group has answered all six questions. Have each group use their same answer sheet for all six questions.
5. Make sure students write their team members' names on their completed answer sheets and turn them in.
6. Evaluate your students by doing one or both of the following: a) collect and grade group papers, and/or b) select three to six of the student questions to prepare a quiz to be given to each student.



ENRICHMENT

- The “*Apache Life*” activity from the *Encounters Fourth Grade Teachers’ Guide* (page 6.1) contains traditional stories, songs and games that can be easily adapted to second grade. It can be found in the Encounters Box (teachers’ resource box) at Santa Cruz County Schools, Pima County Libraries, or by request from Tumacácori National Historical Park.

THE STORY OF THE APACHE PEOPLE

The Apache people came to Arizona about 400 years ago. They called themselves "Nde," which means "People." They were hunters and farmers. In the spring and summer, the Apaches moved and camped in the mountains. The men hunted deer, rabbits, and other wild animals. They started gardens of corn, beans, squash and tobacco and the women gathered many wild plants like cactus fruit, acorns, and agave to eat. In winter when it became cold and the snow began to fall, the Apache people moved their camps to lower places to stay warm. The men still hunted and the women made clothing and bags out of animal skins.



The Apache men had to know how to hunt for food, build houses, plant the gardens, harvest the crops, and protect and care for the family. The Apache women had to know how to plant gardens, look for wild plants, decide when the plants were ready to pick, cook the plants, save the leftovers, make baskets and pottery, make clothing and bags, make baby cradles from wood and deerskin, and care for the children.



Apaches traded items with other tribes, like clay pots for cooking. The pots were made to cook food quickly in the fire so the sides would heat as fast as the bottom. Extra food was dried so that it could be saved for a long time in large baskets made by the women. There were other kinds of baskets too. For carrying water, the women made a basket shaped like a bottle and then covered the outside of it with pitch (sap) from a tree so that the water wouldn't leak out.



Ceremonies are an important part of Apache life. One beautiful and old tradition celebrates the time when a girl becomes a woman. The people are happy at the ceremony because it brings good luck to all who come. It also helps the girl to be healthy, to know her jobs as a woman, and to live a long life. During this special evening ceremony, there is a mountain spirit dance in which dancers wear masks and large head-dresses. They dance to drive away evil powers and bring good luck to all the people. They dance at other times as well as when needed to cure sickness or keep away disease.



Long ago, the Apache people moved during certain times of the year and built different kinds of houses. The people who lived on the edge of the plains had teepees made of animal skins. The people who lived in the mountains made grass houses called "gowaa" or "wickiups." Houses in those days were used mostly for sleeping and storing things. Most of the cooking and other work was done outside.



Today, some Apaches live in cities while others still live on reservations. They often live with their families (mother, father, children and sometimes aunts, uncles and grandparents), so there are always plenty of people to do the work and someone to play with as well. Apache boys and girls go to school and help their families. Boys learn to ride horses and help with rounding up cattle or farming. Girls are taught how to be good wives and mothers. There are many Apaches living in Arizona today. Maybe someday, you will get a chance to visit Apache land and talk with the people.





LESSON OVERVIEW

Through participation in one or more activities, students will experience their local environment first-hand while learning about how the historical Apache people related to nature.

Subjects

Science, Social Studies

Science Standards

Personal and Social Perspectives

Objectives

Students will:

1. Describe personal experiences with the natural environment.
2. Express their experience with nature through drawing or writing.

Preparation

Select a quiet area, preferably natural, or on the school playground to play the games. Read individual activities on pages 2.7 and 2.8.

Time

One or more 50 minute sessions.

THE APACHE WAY

Instructions for each Activity

Using the background information on **pages 2.1 and 2.2**, discuss the Apache lifestyle and the importance of developing an intimate relationship with nature. Explain that the students will have the opportunity to develop skills similar to what the Apaches did when they were young.

1. Complete one or more of the following activities with your students.
2. Upon completion of each activity, discuss personal experiences and the importance of observing nature as it relates to survival and science.
3. Have students express their experiences through drawing or writing.



Activity 1

Sounds and Colors

The Apaches' keen relationship to the environment was heightened by observation and listening skills.

Setting: A place where you and your students can sit quietly, as free from artificial sounds as possible.

1. As a group, sit quietly in a place where natural sounds can be heard (birds, wind, etc.) Ask students to close their eyes and listen for natural sounds, counting each new sound on their fingers. How many different sounds were heard? Can students identify any sounds?

2. Maintaining silence, repeat this process with eyes open and count the colors they see. How many true colors can they find? How many shades of green? Blue?

LESSON 4 - THE APACHE WAY

Activity 2

Magic Spot

During this activity, listening and observation skills are often heightened while spending intimate time alone in nature. Variations of Magic Spot are often referred to as a “Vision Quest” by many Native American cultures. It can last for many days and requires the participant to locate all necessary food, shelter and protection in order to survive.

Setting: The Magic Spot activity can be done just about anywhere there is nature. A lawn, grassy area, or decorative trees or shrubs are sufficient for a student to explore. If you have a large class with limited space, send only a few students at a time, extending the activity over time.

1. Take your students out to a natural area. It may be a nearby park or forest, or it might be on the school grounds. Select and assign a place where each student can sit and observe nature, far enough away from other students so that each can remain alone and quiet, yet within teacher supervision. Have students sit for at least five minutes, observing the area. After a specific period of time, call all the students together. Have them draw a picture or write a poem about their magic spot. Back in the classroom, discuss and share individual experiences.

Activity 3

The Good Listener

The Good Listener is a game also known as “Sleeping Miser” from *Sharing Nature with Children* by Joseph Cornell. This game requires good listening and coordination skills which were essential life-skills for the Apache.

1. In preparation, collect a variety of objects that will serve as treasures. If you are outside, you may also use sticks and pine cones, etc.
2. Select one person to be the “good listener.” Blindfold and have him or her sit quietly cross-legged. Place the “treasures” within touching distance of the selected student. His/her job is to protect the treasure by listening attentively for any intruders, (other students), and then pointing to or touching anyone who tries to steal anything.
3. Locate the rest of the students at a specific distance from the “listener.” Explain that their job is to walk as quietly as possible to try to get the “treasure” without getting caught (pointed at or touched). When the teacher says go, all students move at once. Once caught they must sit down in a designated area for the remainder of the round.
4. The game is complete when either all the students are caught, or else the treasure is gone.

ENRICHMENT

- The selected activities are taken primarily from the work of Joseph Cornell and other books as listed in the Resources section. However, there are a myriad of activities dealing with learning about, observing, and appreciating nature. Explore your library and other educational resources to find and teach other appropriate activities.
- Invite a representative from the Apache or Native American nations to talk about different ways their ancestors explored and learned about nature.